

# APPLICATION TO ESTABLISH A COMPREHENSIVE REGIONAL VOCATIONAL AGRICULTURE CENTER

FORM ED-501  
Rev. 6/03  
C.G.S. 10-64

## Instructions

1. Prior to completing the application please review the attached information sheets (Appendix A) and Connecticut General Statutes 10-64 through 10-66 and accompanying regulations, Section 10-97 and Appendix B.
2. Attach to your application a copy of the board minutes authorizing the application from the operating center and copies of agreements with other school district(s) and the appropriate board minutes. Other documentation that you feel would assist in the review of your application, i.e. support letters, and survey forms should also be attached.
3. Send original application and two copies to: Connecticut State Department of Education, Division of Educational Programs and Services, Bureau of Career and Adult Information, 25 Industrial Park Road, Middletown CT 06457-1543. The State Department of Education reserves the right to ask for further supportive information if needed in reviewing the application.

## I. Verifications and Signatures

FROM: Town/Agency	Code	Address	
Name of Person completing form	Title	Date	Telephone number

The (Name of District) \_\_\_\_\_ hereby makes application in conjunction with the Board(s) of Education listed below, under the provisions of Sec. 10-64 through 10-66 of the Connecticut General Statutes for approval as a regional vocational agriculture center.

List Board(s) of Education	

We, as the operating center, do hereby certify that all statements contained in this application are true and correct to the best of our knowledge and belief.

Signatures:

\_\_\_\_\_  
Chairperson, Local or Regional Board of Education

\_\_\_\_\_  
Date

\_\_\_\_\_  
Superintendent of Schools

\_\_\_\_\_  
Date

## II. Application Narrative and Data

III. A. Planning/Advisory Committee - List names and addresses of members of the regional vocational agriculture center consulting planning committee, including representatives from each local or regional board of education entering into an agreement with proposed operating Board of Education and the Regional School-to-Career Partnership (Work Force Development Board and Regional Educational Service Center).

Name and Title	Address	Phone Number	Town/Organization Represented	Indicate area of expertise the person represents
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**B. Needs Assessment**

1. Discuss in the space below the information gathered in sections 2 through 11 to indicate the need for a program in your community. This summary should include results of findings from surveys, letters of support, labor market outlook, worker supply and demand, etc.

2. Attach letters of support from at least 15 agricultural and related occupations within an approximate 30-mile radius of your school district that would substantiate the need for this program. The substantiation should include business partners that are willing to provide job sites, job shadowing, internships and other educational opportunities, as well as technical and supportive assistance to the program and students as part of their Supervised Agricultural Experience Program component. Compilation of such responses should be indicated below.

3. Describe activities to integrate the academic, vocational and technical skills of students to meet both high academic and occupation skills attainment of the program.

4. Describe activities that will link this program to postsecondary education, including Tech Prep programs.

5. What provisions shall be made for upgrading and retraining of out-of-school youth and adults who are established or about to become established in agriculture or related occupations by your district?

6. Indicate relationships to existing regional vocational agriculture centers in your area.

Operating Vocational Agriculture District(s) in your immediate area	Indicate number of students currently enrolled in these center(s) by each grade level.				
	9 <sup>th</sup> grade	10 <sup>th</sup> grade	11 <sup>th</sup> grade	12 <sup>th</sup> grade	Students are not sent to this center

7. What discussions have taken place with school districts operating Regional Vocational Agriculture Center(s) that will be impacted by the establishment of this regional center?



8. Discuss the strategies you will employ to address ethnic and racial diversity in the proposed regional agriculture education center.

9. Estimate the program enrollment, out of-district tuitions and per pupil state grants based on the current legislative tuition rate.

	Year One	Year Two	Year Three
<b>Estimated In-district Students</b>			
<b>Estimated Out-of-District Students</b>			
<b>Total Estimated Enrollment</b>			
<b>State Operating Tuition Grants - Income (Number of students x minimum of \$760 per student enrolled)</b>			
<b>Out-of-District Tuition - Income (\$6,008.00 x Number of Out-of-District students)</b>			
<b>Total Estimated District Income</b>			

10. The chart below outlines a basic full-program outline for the operation of a Regional Vocational Agriculture Center within the structure of a comprehensive high school. A full program will consist of classroom/laboratory instruction, supervised agricultural experience work component and FFA student leadership. All students must have a planned and ongoing program containing all three components. Proper supervision and administration of the program is essential. Using this chart as a guide, complete section 11.

Course Offerings and Other Teacher Responsibilities	Descriptions
Exploratory agriculture/agribusiness	Exploratory is usually offered during the 9 <sup>th</sup> grade and does not need to meet the state requirement of 320 minutes per week.
Specialized agriculture/agribusiness classroom instruction	Specialized instruction occurs in the 10 <sup>th</sup> , 11 <sup>th</sup> and 12 <sup>th</sup> grades. The state standard is a minimum of 320 minutes per week.
FFA/student leadership	Integrated component of students instruction and all staff involved
Supervised agricultural experience program	Integrated work-based instruction for students in grades 10,11 and 12; grade 9 optional
Administration	Duties may include department head functions, recruiting and interviewing, staff meetings, public relations, planning activities, professional development, adult education opportunities, etc.)

11. Outline on the following *Major Activities for Center Implementation Chart* your districts plan for putting the program into operation over the next four years, including a planning year. Include a timeline and estimated costs for initiating each phase. Programmatic activities may include staffing, support staff, curriculum development (classroom instruction, supervised agriculture work experiences and student leadership, FFA), scheduling, recruitment and retention, public relations, etc. Facility Needs may include use of existing school facilities, new facilities, town and community resources, equipment acquisition, land purchases, land laboratories, and motor vehicle purchases. Please be as specific as possible in your plan. Use as many pages as necessary for this section.

Major Activities for Center Implementation

Planning Year	Programmatic Activities	Est. Costs	Facility/Equipment/Motor Vehicles	Est. Costs



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Year 3	Programmatic Activities	Est. Costs	Facility/Equipment/Motor Vehicles	Est. Costs
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Year 4 & 5	Programmatic Activities	Est. Costs	Facility/Equipment/Motor Vehicles	Est. Costs

## Appendix A

### **Procedures in Reviewing an *ED-501 -- Application to Establish a Regional Vocational Agriculture Center* that is received from a local school district by the State Department of Education, Division of Educational Programs and Services**

- ED-501 -- *Application to Establish a Regional Vocational Agriculture Center* is confirmed in writing, by the Department of Education, as being received by applicant school district;
- Application is reviewed for completeness including the attachment of agreement(s) from other boards of education to establish a center and a copy of board minutes authorizing application from proposed operating center;
- A site visit is made by the State Department of Education for the purpose of verification of information in the application and to see site being proposed for regional center;
- Site visits may be made to any existing agriculture science and technology education center which may be impacted by the establishment of such a proposed center;
- The review process may be curtailed at any point by the withdrawal of the application by the school district;
- The State Department of Education reserves the right to ask for further supporting information needed to properly review the application or to request a meeting to discuss the application; and
- The State Department of Education will prepare a recommendation to the State Board of Education for its review and action on the proposal for the establishment of a Regional Vocational Agriculture Center.

## Appendix B

### Regional Vocational Agriculture Center Information Sheet

The Connecticut Vocational Agriculture Center System is a partnership in which educators, students, parents, employers, organized labor, state agencies and the community work together to prepare students for careers in the Environmental, Natural Resources and Agriculture career fields. The program provides a hands-on approach to learning in the curriculum areas of agriculture mechanics technology, animal science technology, plant science technology, natural resources and environmental technology; and, aquaculture and marine-related technologies.

- **School-based learning** (classroom and laboratory instruction) is designed to prepare students for the emerging agriculture science and technology field. The broad-based curriculum incorporates cutting edge technologies, rigorous academics, current labor market information and career decision-making skills.
- **Work-based learning** (Supervised Agricultural Experience Program) provides a planned and supervised work experience through which students receive systemic and organized on-the-job training related to their agriculture education instruction. The work experience program is initiated by a written cooperative arrangement between the student, the school and the employer.
- **Student Leadership** - Student leadership training is the focus of FFA, a national student leadership organization for students studying agriculture. *Career and Technical Student Organizations* (CTSOs), one of which is the FFA, have traditionally focused on supporting and enhancing the educational curriculum while providing a forum in which to develop student leadership skills. The FFA can also be a strong contributor in assisting school districts and states in meeting state standards for academic and technical programs, completion of secondary and postsecondary programs, retention in programs, participation in and completion of programs that lead to both traditional and nontraditional training and employment, and integrating academics into career and technical education. FFA is an integral part of the vocational and technical instruction offered.



**IV. Appendix C****V. INTERDISTRICT EDUCATIONAL PROGRAMS****VI. REGIONAL VOCATIONAL AGRICULTURE CENTERS**

<b>Type of Program</b>	<b>Purpose</b>	<b>Funding</b>	<b>ECS Count Determination</b>	<b>Who is Responsible?</b>	<b>Access Restrictions</b>	<b>Operator</b>
There are 19 Regional Vocational Agriculture Centers in Connecticut. Each center is part of a regular comprehensive high school program. Each program shall include agriculture instruction, to include plant and animal science, agricultural mechanics, aquaculture, natural resources and the environment. The program is composed of three components: classroom instruction, supervised work experience and student leadership. One of the 19 centers provides instruction exclusively in aquaculture education.	The focus shall be to prepare individuals for entry-level employment or higher education in the fields of agriculture and related-occupations. Serves secondary students, out-of-school youth, and adults in full and shared-time programs.	Though the program is primarily tuition-based*, operating boards of education receive state funding for facilities, renovation and purchase of equipment. Additional state grants are designed for the operation of centers to reimburse operating boards of education per each secondary student enrolled. All sending districts are proportionally reimbursed under the Transportation grant.	All participating districts are proportionally reimbursed under the Education Cost Sharing grant.	The operating board of education shall provide all of the student's nonagricultural academic courses, unless a shared-time agreement exists. Special education costs are the responsibility of the sending district as well developing Individual Education Plans and 504 plans. Excess costs for special education costs are the responsibility of the sending district.	Acceptance into the program is based upon students' career interests. Any board of education that does not provide vocational agriculture instruction must designate a school(s) for their students to attend. Agreements may be established pertaining to the admission of students.	Local or regional boards of education may be designated as regional centers if approved by the Connecticut State Board of Education.

\*Maximum allowable tuition rate is an amount not to exceed one hundred two per cent of the foundation level. The Foundation Level is \$5,891 for 2002-03 x 102% = \$6,008.82.

